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ABSTRACT

In fall 1979, a study was conducted to determine the characteristics (i.e., age, sex, ethnicity, residence, class level, student status, and part-/full-time status) of students enrolled in the credit program at College of Marin (CM). Information provided by the Office of the Chancellor for California Community Colleges permitted a comparison of CM data with state and regional statistics on credit enrollments in community colleges. Study findings, based on an analysis of data on 6,762 CM students, 260,624 community college students in the Bay Area, and 1,042,496 community college students in California, included the following: (1) 34.5% of the CM students attended college on a full-time basis, compared to 25.13% of the Bay Area students and 25.58% of the state population; (2) 57.13% of the CM students were under 25 years of age, compared to a state figure of 49.06% and a regional figure of 45.19%; (3) CM registered a smaller percentage of ethnic enrollments than either the Bay Area or state profiles; (4) 48.39% of the CM students were continuing students, 22.14% were new students, and 15.5% were new transfers; (5) 64.6% of the CM students were freshmen, 9.8% were sophomores, and 14.9% had a baccalaureate degree; and (6) over 50% of the students in all three groups were female. The study report includes a sociological analysis of findings and recommendations for further research. (LAL)

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A SOCIOLOGICAL ANALYSIS OF SELECTED STUDENT
ENROLLMENT TRAITS FOR FALL 1979

SOCIETAL FACTORS

by

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Abstract

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Peter A. Kassebaum

This study addressed a specific need identified for College of Marin during the 1978-79 accreditation process. The college was advised that it needed to develop adequate institutional research involving faculty and administration. The focus of this study was on the characteristics of students enrolled in the credit program at College of Marin during Fall 1979. Raw data pertaining to specific student enrollment traits was obtained. Age, sexual distribution, ethnicity, residence, class level, student status, and part-time vs. full-time enrollment were compared for three community college populations. State totals, the Bay Area and College of Marin comprised the populations. Regional and State data was obtained from the State Chancellor's office, while local data was obtained from the registrar.

The study revealed that College of Marin was far behind in racial mixture and out-of-district enrollees. Student status and sexual distribution were approximately equal to the comparative populations. The college exhibited a larger number of students under 25 years of age, and a significantly larger number of students with A.A. and B.A. degrees. However, enrollment of Sophomores was far behind comparative populations. Part-time enrollment was greater for all populations; College of Marin was somewhat higher in the actual distribution of full-time students.

A number of societal factors were identified via the application of a sociological perspective. Some of the key variables were: Marin County and its demographic traits, limitations imposed by a designated service area, high cost of housing, very poor public transportation, societal stratification, and the impact of lower birthrates from the 1960s.

Recommendations centered on the need for ongoing formal research in order to ascertain where the college can increase its service to the community. College of Marin should obtain 1980 census data and incorporate it into student projections. Greater utilization of the California State Community College Chancellor's office of research should be made. Attention should be given to contemporary

enrollment trends in higher education. Faculty members should be made aware of the major differences between students of the early 1970s and the 1980s. Local data should be reported in a fashion which facilitates comparison with the state. A sociological analysis of current demographic traits within Marin County needs to be carried out.

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INTRODUCTION

The purpose of this practicum was to address one of the primary challenges facing College of Marin: the need for institutional research about the characteristics of credit students. In the past, College of Marin, which serves students in Northern California, gathered data related to such credit student traits as age, sex, class level, part-time or full-time enrollment, student status, ethnicity, residence and units attempted. One problem centered around the historical perception of institutional research at College of Marin. Formal research which compared regional and State patterns with local traits was absent. There were no attempts to utilize a sociological perspective. Data was kept in a raw form when it was distributed.

Data collection pertaining to student profiles can be linked to two distinct needs:

1. Mandated requests for information from official government agencies which have legal or economic power to ensure reporting.¹
2. Institutional research which generates information for use in the development of appropriate educational strategies.²

Funding or legal sanctions tend to result in a high priority being given to compilations of the first category. The second category is more problematic, in that it is frequently assigned a lower status. If legal or funding sanctions were at stake, it is probable that greater attention to in-house research would result.

Responsibility for institutional research at the College of Marin has been assigned to the administration.³

Unfortunately, a number of variables have hampered the development of strong institutional research models.

According to a 1979 accreditation report:

The load of responsibilities presently assigned to management personnel appears to leave little or no room for adequate program management and/or institutional planning.

Recognizing the critical problems of decreased enrollment, increased cost, and reduced funding, it is imperative that the district establish procedures for coordinated planning.⁴

The comments of the accreditation committee illustrate the need to create a method whereby planning and research can be utilized to create a stronger college.

The stated objectives of this practicum were:

1. To create an institutional research paper which examined selected student enrollment traits at College of Marin for Fall 1979.

2. To develop a format which can be utilized for comparative studies in future years.

3. To accomplish the accreditation team's goal of coordinated planning with administrative and faculty cooperation.

This practicum helped to fill an identified need at College of Marin. Responses to contemporary student needs relating to course offerings, time schedules, recruiting and support services were tied to a greater awareness of student traits.

The methodology employed in this practicum was based upon a comparative format. Data was gathered from the College of Marin's registrar, the California State Community College Chancellor's office and numerous resource publications. Tables were constructed to illustrate student distribution for three community college population groups, the Bay Area, College of Marin, and a composite of all credit students enrolled in community colleges in the State of California for Fall 1979. The data was part of a state-mandated reporting format; this factor contributed to a greater degree of reliability. The enrollment traits which were studied consisted of age, sex, student level, class level, part-time or full-time enrollment or units attempted, ethnicity, residence, and student status.

A concise sociological perspective was applied to the traits in order to better comprehend some of the factors which might have influenced enrollment. Information which was developed has been incorporated into the local planning process.

BACKGROUND

An analysis of selected student traits from a comparative and sociological perspective was within the scope of materials and concepts presented in the seminar on Societal Factors. The seminar stressed the over-all relationship between the individual and society. Educational institutions were also subjected to societal influence. Student enrollment traits were viewed as both the products of individual action and societal forces which shaped options and alternatives.

Evidence that a study of this nature was needed was presented by letters of support from three College of Marin administrators.⁵ They stated that a study of student enrollment traits would be of assistance in long-term planning for the college. In addition, the 1979 accreditation team strongly suggested that research was needed in order to ascertain the appropriate approach to education in the coming years.⁶

As the 1970s came to a close, the enrollment of so-called traditional students in higher education diminished. Students at the end of the decade were not the same as those who were present at the start. Programs and curriculum which were developed and designed for students of the 1960s might not fit the needs of current student populations.⁷ This practicum was designed to identify student enrollment traits and to serve as a benchmark to measure changes in the coming years.

A survey of literature pertaining to student traits revealed that a number of authors were aware of a shift in the student population. Most had projected enrollment changes on the basis of demographic data. A declining birth rate was defined as the culprit for projected lower college enrollment in the next two decades.⁸ Patricia Cross, in Beyond the Open Door or The New Student, examined enrollment projection for the 1970s and 1980s. She noted that higher education would have to turn to other groups within the population in order to compensate for the loss of traditional students. Cross identified categories of "New Students" as women, minorities, older adults, and the academically ill-prepared.⁹ They were cited as potential recruits for institutions of higher education in the coming years.

However, not all authors shared the same viewpoint about the potential for alleviating declining enrollment. John Centra, in "College Enrollment in the 80s," stated:

Adults, women and minorities are frequently mentioned as groups that could help alleviate projected enrollment declines in the 1980s. All three groups increased their participation rates in higher education in the early 1970s. . . .

Whether any group will exceed past trends and have a dramatic effect upon enrollment in the 1980s seems unlikely according to the current evidence.¹⁰

Centra was not at all sure that the so-called "New Student" will bridge the gap for all educational institutions. However, he did suggest that community colleges have traditionally served these students and, as a consequence, might be in a better position to maintain enrollment.

Lyman Glenny, in "Demographic and Related Issues for Higher Education in the 1980s," pointed out that a declining college age population is the major factor related to a projected decrease in enrollment. Glenny did identify a source of potential students. He compared Black and White birth-rates in the 1960s.

While proportional increases in minority populations may not be as great in the future as in the past fifteen years, the latter period will affect importantly higher education in many geographical areas during the 1980s and early 1990s. The number of Blacks has increased at almost twice the rate for Whites, in the 18 to 24 year bracket, during the period 1970 to 1978.¹¹

A larger population base does not always represent an automatic increase in enrollment in higher education. National trends in contemporary America find the public school system coming under increasing attack. Inner city schools have experienced difficulty in turning out students who have basic academic skills. Colleges which have access to large minority populations from inner city areas might be able to recruit more minority students, but their over-all academic preparation will probably be low.¹² This would seem to favor community colleges.

Racial and ethnic enrollment is a topic which was discussed by a number of authors who specialize in educational and demographic projections. The majority acknowledge a variety of societal factors which influence minority recruitment and retention. Alfreda Johnson and Richard Turner III in "The Problems of Minorities" examined factors which affect minority education. They argued that some

educational institutions were not aware of the mores, folkways, philosophies, and prejudices which influenced minority and ethnic enrollment.¹³ Patterns of local housing, job availability, and social stratification, coupled with sub-cultural differences, can influence the retention and recruitment of racial and ethnic groups. The local community has a definite impact.

Women and their increased presence in higher education was discussed in Centra, Glenny, and the California Postsecondary Information Digest.¹⁴ The increased enrollment of women was partially attributed to the marketplace, in that women now have greater career opportunities. In addition, economic realities have forced many women to work outside the home, and a greater cultural toleration for working women exists. However, most of the authors cautioned that women cannot make up the entire deficit caused by a lower birthrate during the 60s.

Another category of student which can be defined as "new" is the part-time student. The part-time student is now the most common community college student in California. Quite frequently, programs and curriculum are planned around students who attend part-time. California community colleges recruited more part-time students than any other sector of higher education in the state.¹⁵ In a very real sense, the part-time student is a "new student" in that their scheduling needs are special when compared to the full-time or traditional student.

Outside societal factors have an impact upon demographic projections. The majority of the authors acknowledged that external factors could alter their demographic projections to such a degree that they would not be valid. War, economic upheaval, technology and the draft were examples that were mentioned. Considering the rapidity of cultural change and the potential for all the above, it would not be surprising to find some of the demographic projections modified by external factors. Perhaps one of the best examples was provided by John Centra. In the 1980s, "the U.S. military will attempt to recruit 33 percent of the nation's 18 year olds on an annual basis in order to maintain levels of 2.1 million within the active forces."¹⁶ The potential impact on higher education would be enormous; the variables are massive. What if the government allowed or did not allow draft deferments? What if women were also in the induction pool? Local planning, no matter how precise, cannot always predict all of the external factors which might influence local enrollment. James Koerner, in Who Controls Education, makes the same point, that it is impossible to view higher education as a monolithic creature devoid of outside influences.¹⁷

A somewhat less traditional source of information was found in a special publication entitled Human Needs and Human Services in Marin County, a study prepared for United Way of the Bay Area in 1979. This three-part series of booklets furnished sociological background which dealt with

the larger society, i.e., Marin County. Statistical data concerning the demographic composition of Marin County in 1979 was also included.

The major sources for comparative data covering the Bay Area and the State were found in California Community Colleges Student Profile, Fall 1979 Credit Enrollment.¹⁹ This publication contained in raw data format information which allowed the construction of comparative tables. It was published by the California Community College Chancellor's office. Another work in the same category was California Information Digest 80.²⁰ This reference work contained a compilation of data from the State Community College System, State Colleges and Universities and the University of California System. It featured a number of comparative studies which added statistical depth to materials contained in other sources. The State of California Postsecondary Education Commission published California Information Digest 80. Fall 1979 was the time period covered in the Digest.

In review, the aforementioned works were essential for a reasoned analysis of student traits at College of Marin. They helped to relate and explain changes in the larger society to patterns of enrollment and served as data sources for the construction of comparative tables.

PROCEDURE

The methodology employed in the practicum was based upon a comparative model. Data pertaining to specific enrollment traits measured at College of Marin during first census week of Fall 1979 were compared to data covering the same categories which were gathered by the California State Community College Chancellor's Office. Two comparative populations were utilized--the total of all California community college students enrolled in Fall 1979 first census week, and the total of all community college students enrolled in the Bay Area during that same time period. The reliability of the data was quite high. "Summary statistics of these data have been reviewed and approved as accurate by the reporting districts."²¹ Tables were constructed to facilitate comparison between the three populations. Data was expressed in percentages, while N was stated at the top for each table and population.

Additional data was included when available. It was placed within the same general context as the enrollment tables to facilitate comparisons. Data of this nature was drawn from a variety of sources including, but not limited to, California State Employment Development Department, U.S. Census 1970, and affirmative action materials. Reliability for the comparative data was related to both the methodology utilized to compile the statistical information and the age of the data. A limiting factor was in operation, in that the 1980 census was not available during the period of research.

The Bay Area population of community college students was drawn from the following districts: Contra Costa, Foothill-DeAnza, Fremont-Newark, Marin, Napa, Peralta, San Francisco, San Jose, San Mateo, Solano, Sonoma, South County and West Valley. These districts contained approximately 25 percent of the total community college population in California.

The seventy community college districts have been grouped into seven geographic regions of the state, roughly approximating natural, economic or travel regions in the state and coincident with the geographic boundaries of the community college districts included in each region.

No significance other than geographic proximity is implied in the regional groupings.²²

The number of community college students in the Bay Area was placed at 260,624. State enrollment totaled 1,042,496.²³ for Fall 1979. College of Marin enrolled 6,762 students for the same time period.²⁴ A minor limitation exists with the above data. Credit students attending during the first census week and subsequently dropping some or all of their classes are included in the data and considered to be carrying the class load of record at first census week.²⁵ All populations were subject to this limitation. Specific enrollment traits were compared for all three populations: age, sex, class level, part-time or full-time or units attempted, student status, ethnicity, and residence. A concise sociological perspective was applied to the traits in order to better comprehend some of the societal factors which might have influenced enrollment. Definitions for some of the enrollment traits are included in the following:

1. Ethnic and Racial: The distribution of ethnic and racial groups within the populations. Students identified their racial group based on the following choices: Black, White, Asian, Filipino, Hispanic, American Indian.

2. Part-time vs. Full-time Enrollment: Students who were enrolled for 12 semester units or more were classified as full-time; less than 12 units were part-time..

3. Residence: Students whose legal residence was within the College of Marin's district were defined as residents. Foreign residence labeled all those whose legal residence was outside the United States. "Other" included students whose residence was from another district or state.

4. Student Status: Students were classified according to their registration background.

New Student: One who has never registered at another college.

New Transfer: One who has registered at another college, and then transfers to the reporting community college.

Continuing Student: One who was already enrolled at the reporting college.

Returning Student: One who was enrolled at the reporting institution, but dropped continuous enrollment.

Returning Transfer: One who transferred away, and then comes back.

5. Class Level: Students were classified based on the number of semester units held at the time of registration.

Freshman = 0-29.9 units.

Sophomore = 30-59.9 units.

Sophomore + = 60 units plus, but no A.A. Degree or no B.A. or higher degree.

A.A. Degree = recognized A.A. Degree.

B.A. Degree + = includes B.A. and higher degrees.

High School Status = student is still in high school.

6. Age:^{*} Students were classified whether they were:
Under 25 years of age, or
Over 25 years of age.

^{*} A problem arose in this category. College of Marin did not follow the State reporting format in its 1979 results compilation. Subsequently, a broader age breakdown had to be employed.

The aim of the practicum was to compare and contrast selected student enrollment traits at College of Marin with State and regional populations. Demographic studies by Centra and Glenny were utilized as conceptual and reference sources for this practicum. The primary limitations revolve around the age of the 1970 census and the possible changes which might have occurred in Marin County.

RESULTS

Part-Time Vs. Full-Time Students

California community college students are classified as part-time when their semester load is less than 12 units; they are full-time when they have enrolled for 12 units or more. The following table compares student enrollment traits for College of Marin, Bay Area and the State for Fall 1979.

Table 1. Part-Time Vs. Full-Time Students - Fall 1979

	Bay Area* N=260,624	College of Marin N=6,762	State* N=1,042,496
Full-time students	25.13%	34.50%	25.58%
Part-time students	74.87%	65.50%	74.42%

* Data drawn from California Community Colleges Student Profile, Fall 1979 Credit Enrollment, Table 35, p. 59.

Summary of Data

College of Marin had a part-time enrollment of 65.50 percent and a full-time enrollment of 34.50 percent. When compared to the Bay Area and State populations, College of Marin enrolled approximately 9 percent more full-time students.

Comparative Data

A definite trend toward increased part-time enrollment has taken place both nationally and within California. Between 1975-1979, part-time enrollment in California

increased by 12 percent, while full-time enrollment decreased by 23 percent. Nationally, during the same period, full-time enrollment decreased by 11.10 percent while part-time enrollment rose by 20.30 percent.²⁶

A statistical analysis of unit loads taken by students in California illustrated that 63.38 percent of the students were enrolled for fewer than 9 units. The largest grouping of students was clustered between 3-5.9 units: approximately 32.03 percent of all community college students were enrolled for less than 6 units. The second highest grouping was found between 6-8.9 units with 17.27 percent. A total of 10.93 percent registered for 9-11.9 units. Full-time registration showed 15.13 percent between 12-14.9 units, with 10.57 percent enrolled for 15 units or more.²⁷

Age of Students

The comparison of age profiles for student populations drawn from the Bay Area, College of Marin and State pool was hampered. College of Marin did not utilize the same reporting format. As a consequence, it was impossible to compile a detailed or complex analysis. The following table divides the above populations into those over and under twenty-five years of age for Fall 1979.

Table 2. Age of Students - Fall 1979

	Bay Area* N=260,624	College of Marin N=6,762	State* N=1,042,496
Under 25 years	45.19%	57.13%	49.06%
25 years and above	54.81%	42.87%	50.94%

* Data drawn from California Community Colleges Student Profile, Fall 1979 Credit Enrollment, Table 34, p. 57.

Summary of Data

Approximately 57.13 percent of College of Marin students were under the age of twenty-five. This compared to the State figure of 49.06 percent under twenty-five and the Bay Area profile of 45.19 percent. College of Marin exhibited a larger percentage of younger students when compared to the two other populations. In the same vein, the percentage of those over twenty-five comprised 50 percent or more for the State and Bay Area.

Residence

Residence is a legal term which describes not only where a student resides, but whether the local college defines one as a resident. The following table compares Bay Area, College of Marin, and State community college populations for Fall 1979.

Table 3. Residence - Fall 1979

	Bay Area* N=260,624	College of Marin N=6,762	State* N=1,042,496
District	88.94%	96.20%	89.44%
Foreign	.73%	1.60%	.79%
Other	10.32%	2.20%	9.77%

* Data drawn from California Community Colleges Student Profile, Fall 1979 Credit Enrollment, Table 37, p. 61.

Summary of Data

College of Marin labeled 96.20 percent of its students as District residents. This was 7.26 percent higher than the Bay Area and 7.76 percent higher than the State. Foreign enrollment was .73 percent for the Bay Area and 1.60 percent for College of Marin. State foreign enrollment was .79 percent. Out-of-district or "other" enrollees was 10.32 percent for the Bay Area and 2.20 percent for College of Marin. - A difference of 8.12 percent separated College of Marin from the Bay Area population. The State figure was 9.77 percent. College of Marin was 7.57 percent lower.

Racial and Ethnic Distribution

The following table reflects ethnic and racial enrollment during the first census week of Fall 1979. It includes data from College of Marin, community colleges within the Bay Area and the student population of all

community colleges in California.

Table 4. Racial and Ethnic Distribution - Fall 1979

Ethnic Group	Bay Area* N=260,624	College of Marin N=6,762	State* N=1,042,496
American Indian	1.19%	0.90%	1.45%
Asian	7.96%	3.20%	5.19%
Black	10.58%	2.80%	9.70%
White	71.56%	84.90%	71.52%
Hispanic	1.61%	0.30%	1.22%

*Data drawn from California Community Colleges Student Profile, Fall 1979 Credit Enrollment, Table 32, p. 55.

Summary of Data

American Indian. According to the ethnic table, College of Marin enrolled a small number of Indian students; 0.90 percent were identified as being of Indian descent. Comparative data contained in the table indicates that College of Marin registered a slightly smaller number of Indian students than either the Bay Area or State profiles. The Bay Area exhibited a .29 percent higher enrollment of Indians, while .55 percent more Indians were found in the State total.

Asian. Students of Asian descent accounted for 3.20 percent of the enrollment at College of Marin. This compared to the Bay Area rate of 7.96 percent. The data

from the table indicates that 4.76 percent fewer Asians were enrolled at College of Marin in 1979 when compared to the Bay Area. State enrollment of Asian students was placed at 5.19 percent. College of Marin ranked 1.99 percent below the 1979 enrollment rate of Asians at the State level.

Black. The number of Black students at College of Marin was placed at 2.80 percent. According to the ethnic table, Black enrollment in the Bay Area was 10.58 percent. College of Marin was 7.78 percent below the Bay Area profile. The State enrollment of Black students was 9.70 percent; Marin was 6.9 percent lower.

White. White student representation at College of Marin was 84.90 percent. The comparative populations, the State and Bay Area, were clustered at approximately 72 percent. College of Marin had an enrollment of White students which was almost 13 percent higher than the comparative populations.

Hispanic. Students of Hispanic origin represented 10.92 percent, or almost 11 percent, of total enrollment at the State level. College of Marin enrolled 3.20 percent students of Hispanic origin. A 7.72 percent higher enrollment for Hispanic Students was found in the State profile. Bay Area community colleges enrolled 6.90 percent students of Hispanic origin; this was 3.70 percent greater than College of Marin.

Filipino. College of Marin enrolled 0.30 percent students of Filipino descent. However, the Bay Area profile showed a 1.61 percent enrollment; a 1.3 percent higher enrollment of Filipino students was found in the Bay Area. State tabulations were higher; 1.22 percent were identified as Filipino. College of Marin was .92 percent lower in Filipino enrollment when compared to the State.

Comparative Data

In order to better comprehend the relationship of the larger society to the local community college, comparative data containing demographic characteristics of Marin County and its ethnic composition are detailed in the following table.

Table 5. 1975 Estimate of Ethnic Composition of Marin County*

Ethnicity	Raw Number	Percentage
White	, 192,500	91.00%
Black	5,300	2.50%
Other Non-White**	3,600	1.70%
Hispanic	12,400	4.80%
TOTAL POPULATION	213,800	

*The data is used for affirmative action guidelines by numerous public agencies within Marin County; 1980 population figures are felt to be very close to the 1975 estimate. They have been utilized in legal actions. (Letter from the State of California Employment Development Department, November 1975).

** Other Non-White is a general category including Asian, Filipino, American Indian and any other Non-White.

Black. The comparative data from the county population table indicates that the total Black population of the county was 2.50 percent. College of Marin recruited and served local residents; they were drawn from the local community college district.²⁸ Data from the ethnic table illustrated that College of Marin enrolled 2.80 percent Black students, a figure slightly higher by 0.30 percent than county population percentages.

Hispanic. Hispanic enrollment within College of Marin was 3.20 percent, compared to a county population percentage of 5.80 percent. The college was 2.60 percent lower in enrollment of Hispanic students when compared to Hispanic representation in the county.

"Other." Demographic comparison was hampered for "other" ethnic categories; these were combined by the State Employment Development Department into "other" Non-White groupings. This category represented 1.70 percent of the total county population. The college enrolled 1.20 percent of this mixed category. A .50 percent lower enrollment for the college was exhibited.

White. White representation in Marin County was 91 percent. The college's White enrollment was 85 percent. During Fall 1979, College of Marin exhibited a 6 percent greater degree of Non-White admixture than Marin County's 1975 estimated ethnic profile.

Student Status

Students are classified at the start of each semester based upon what is termed "Student Status." The following table compares Bay Area, College of Marin, and State community college populations for Fall 1979.

Table 6. Student Status - Fall 1979

	Bay Area* N=260,624	College of Marin N=6,762	State* N=1,042,496
New student	22.63%	22.14%	23.96%
New transfer	16.57%	15.50%	14.65%
Continuing student	46.15%	48.39%	45.25%
Returning student	10.81%	8.55%	12.39%
Returning transfer	3.83%	3.90%	3.75%

* Data drawn from California Community Colleges Student Profile, Fall 1979 Credit Enrollment, Table 36, p. 60.

Summary of Data

The table indicates that approximately 22.91 percent of the students from all populations were classified as "New." New transfer students made up 16.57% of the Bay Area, 15.50 percent of the College of Marin, and 14.65 percent of the State population. Continuing students comprised the largest category, with the Bay Area at 46.15 percent and College of Marin at 48.39 percent. College of Marin had a 2.24 percent higher enrollment for continuing students. State data illustrated that 45.25 percent were continuing;

College of Marin was 2.26 percent lower. The State exhibited a 12.39 percent returning student rate; College of Marin was 3.84 percent below the State. Returning transfers were clustered at 3.81 percent for all populations.

Student Class Level

Student profiles detailing the distribution of students among Freshman, Sophomore, Sophomore +, A.A. Degree and B.A. + are examined in the following table for Fall 1979.²⁹ Bay Area, College of Marin and State patterns are compared.

Table 7. Student Class Level - Fall 1979

Class Level	Bay Area* N=260,624	College of Marin N=6,762	State* N=1,042,496
Freshman	58.57%	64.60%	64.53%
Sophomore	17.05%	9.80%	14.91%
Sophomore +	6.71%	5.30%	6.26%
A.A. Degree	4.16%	4.10%	4.36%
B.A. Degree +	12.65%	14.90%	8.48%
High School	.86%	1.30%	1.46%

*Data drawn from California Community Colleges Student Profile, Fall 1979 Credit Enrollment, Table 30, p. 53.

Summary of Data

Freshmen comprised the largest single group at College of Marin. They accounted for 64.60 percent of the

local student enrollment. Bay Area enrollment of Freshmen was 6.03 percent lower, while the State data was almost identical with College of Marin. Sophomore standing was 17.05 percent within the Bay Area; College of Marin was 7.25 percent lower in the percentage of Sophomores. State data showed 14.91 percent classified as Sophomores. College of Marin was lower by 5.11 percent. Sophomore + was found in the State and Bay Area profiles clustered at approximately 6 percent. College of Marin had 5.30 percent classified as Sophomore +. State, Bay Area, and College of Marin enrolled approximately 4 percent of their students with A.A. degrees. Bay Area students with B.A. + degrees were enrolled at local community colleges for 12.65 percent of the student population. College of Marin exhibited a 14.90 percent enrollment of B.A. + students, a 2.25 percent higher enrollment of B.A. + students for College of Marin when compared to the Bay Area. The State enrollment for B.A. + was 8.48 percent. College of Marin was 6.42 percent higher than the State for B.A. + enrollment.

High school enrollment at the State level was 1.46 percent. College of Marin had 1.30 percent, a .16 percent lower enrollment for College of Marin within the high school enrollment category. Bay Area enrollment of high school students was .86 percent; College of Marin was higher by .44 percent.

Sexual Distribution

College of Marin tabulated data pertaining to the sexual distribution of students who enrolled during Fall 1979. The following table compares local enrollment to Bay Area and State patterns.

Table 8. Sexual Distribution - Fall 1979

	Bay Area* N=260,624	College of Marin N=6,762	State* N=1,042,496
Male	45.38%	44.40%	45.52%
Female	54.62%	55.60%	54.48%

* Data drawn from California Community Colleges Student Profile, Fall 1979 Credit Enrollment, Table 31, p. 54.

Summary of Data

An examination of the table reveals that the enrollment of females for Bay Area and State profiles averaged 54.55 percent. Female enrollment at College of Marin was pegged at 55.60 percent; male enrollment was 44.40 percent. College of Marin was approximately 1 percent higher in female enrollment. Male enrollment was lower at College of Marin when compared to the State and Bay Area populations.

Comparative Data

Females comprised 50.20% of the estimated population of Marin County. The enrollment of females was almost 5 percent greater than their estimated distribution. Male

enrollment was 5.40 percent below the estimated county representation of 49.80 percent.³⁰

DISCUSSION, IMPLICATIONS AND RECOMMENDATIONS

Part-Time Vs. Full-Time Students

A careful analysis of the data on part-time vs. full-time enrollment reveals that for the Fall of 1979, College of Marin was primarily composed of part-time students.³¹ It would appear that the local campus had become part of an over-all trend toward part-time enrollment. The majority of community college students within the State and Bay Area attended on a part-time basis.³²

The historical movement toward greater part-time registration was related to social factors, both economic and political. Selective service during the Viet Nam era encouraged the enrollment of full-time students. In addition, the G.I. Bill was based upon the number of units a student was enrolled in for a given semester. Civil rights and the drive toward equality by minorities and women helped to increase their over-all representation within community colleges.³³ However, a number of women and minorities were impacted by economic and social pressures, thus causing a large number to attend college on a part-time basis.

After 1975, males were no longer pressured by the draft and their need to attend full-time diminished. A gradual push toward part-time attendance turned into a pattern. Students discovered that community colleges allowed them the opportunity to work and meet other responsibilities while getting an education. Community colleges treated part-time students as equals; they demonstrated this via the

scheduling of classes at night and at times which were accessible to part-time students. The motivation for meeting student demands arose out of a pragmatic base. Enrollment projections forecast a down-turn. Community colleges went out of their way to attract "new students" to make up the deficit. Advertising for students, and massive distribution of schedules via direct mail, helped to attract more students.

College of Marin was somewhat unique when compared to the State and Bay Area patterns of full-time enrollment; in Fall of 1979, the local campus exhibited a 9 percent higher enrollment of full-time students.³⁴ One sociological explanation revolves around the affluent nature of the county. Per capita income, housing costs, and education levels in the county were high; it is appropriate to advance the possibility that social stratification had an influence in other social areas. A large number of College of Marin students were under 25 years of age, a factor which might explain why local enrollment of full-time students was higher.³⁵ Economics and social stratification along with a differential of opportunity might have favored younger students in Marin County who were living at home. It would be worthwhile to ascertain whether local correlations exist for units attempted and age. State data illustrated that younger students registered for full-time loads far more frequently than did students over the age of 20.³⁶

Another local variable which might have had a direct

effect upon part-time enrollment was the relative size of the non-credit adult education program. It is possible that the massive size of the adult education program attracted some students who might have been directed into credit courses on a part-time basis. College of Marin had one of the largest adult education programs in the State. More students were enrolled in adult education than in the credit program. The advent of courses via television, newspaper, and individualized instructional modules based in public libraries, might help to attract adults to the credit program.

Age of Students

College of Marin displayed an age distribution which was somewhat younger than the State and Bay Area profiles. Approximately 57 percent of the students at College of Marin were under the age of twenty-five.³⁷ Demographically, one would not have anticipated the variation between College of Marin and the comparative populations to have been as great. Demographic data from the Marin County Superintendent of Schools indicates that the total number of school-age children within the county has been declining.³⁸ Societal factors which influenced the decline were attributed to economics, the high cost of housing, and the resultant loss of families with young children. A lowered birthrate and the movement into the county of large numbers of families and singles without young children contributed to the over-all decline.

College of Marin might benefit from this demographic shift. Instead of having to wait for the chronological maturation of elementary and secondary students, recruitment of adults can proceed at once. It is possible that the college can generate enrollment from the new residents, but it might not be able to fully compensate for the projected loss of eighteen to twenty-four year olds. In 1970, the county contained 18,572 residents who were between the ages of sixteen and twenty-one, and 70,054 residents who were between the ages of twenty-two and twenty-four.³⁹ A comparison with the 1980 census should be accomplished as soon as possible in order to ascertain the potential pool of students to draw upon. In addition, the college should modify its reporting format to conform to the state age parameters. A detailed analysis was hindered because of a disparity between the formats.

Residence

A study of residence patterns at College of Marin illustrates that a majority of the students come from the defined service area.⁴⁰ However, an interesting sidelight was presented by the fact that local enrollment of out-of-district students was 8 percent below the comparative populations. It would appear that very few students from other community college districts attended College of Marin. The small percentage might be attributed to the fact that College of Marin was not served by an adequate rapid transit system. Long bus rides, bridge tolls, and the high cost of fuel might have influenced this trait.

Comparative data relating to out-of-district attendance by residents of Marin County should be generated to determine if the college is losing students to other community colleges in the Bay Area. The State Chancellor's office can furnish the college with information of this nature.

The use of Bay Area media, television and radio spots coupled with a presentation about the uniqueness of some of Marin's programs might help to attract more out-of-district students to the college.

Ethnic and Racial Distribution

Community colleges do not exist in vacuums. They are microcosms of all elements of their varied communities, reflecting their mores, philosophies, prejudices, and myths.⁴¹

Ethnic representation within College of Marin was influenced by the overall distribution of ethnic and racial groups in Marin County. The college was lower in every ethnic and racial percentage, with the exception of White, when compared to the other community college populations. Marin County had a population which was estimated at 91 percent White. Approximately 9 percent non-White was distributed among Black (2.50%), Hispanic (4.80%), and Other (1.70%).⁴² Demographic data from the county illustrates that a wide variation in ethnicity and race did not exist. College of Marin was higher in racial and ethnic representation than the-service area, i.e., Marin County.

Sociological reasons underlie the lack of ethnic representation within the college. The county and its

racial mixture in 1979 had a direct impact on enrollment patterns. Non-White ethnic groups in Marin County have traditionally been kept out by social and economic barriers. Contemporary barriers are economic in nature; the high cost of housing has eliminated not only non-White ethnic populations from large scale in-migration, but also a large segment of the White middle class. Historically, most non-White ethnic groups have not been able to achieve the same degree of upward social class mobility that White society has. As a direct result, the total number of non-Whites who could afford housing in Marin was lower than the actual percentage of non-Whites in the state. Housing, social barriers, and availability of work and access to the county have limited the population mix and crystalized positions for ethnic groups. However, it is probable that Marin County also exhibited social barriers to potential large-scale non-White residents. Prejudice and discrimination also contributed to the exclusion of non-Whites.⁴³

Demographic data illustrates that ethnic enrollment will not impact upon the college through increased representation; other community colleges in the Bay Area will benefit from the higher non-White birth rate of the 1960s.

Black Americans, Hispanics, and Native Americans have been historically underrepresented in U.S. colleges and universities. . . .

In the 1980s and into the early 1990s, the proportion of the eighteen to twenty-four year old population will increase steadily. . . . This is due to higher birth rates for those groups during the 1960s.⁴⁴

Ironically, large numbers of non-White ethnic groups are within fifteen miles of the college. The college could increase its enrollment and alter its ethnic mix to conform to the Bay Area profile by recruiting or advertising outside its service area.

Student Status

Student status at College of Marin was approximately the same as the State and Bay Area populations for new students, new transfers, continuing students and returning transfers. The percentage of returning students was slightly lower at College of Marin.⁴⁵ College of Marin exhibited an average retention rate when compared to State and Bay Area populations. The college is not satisfied with the percentage and has taken steps to increase over-all performance. Successful efforts in increasing student continuation or retention would probably influence other reporting areas within the student population.

A detailed local study of students who chose not to continue might reveal some of the societal variables that were involved. If the variables indicate areas for change, then careful consideration should be given towards implementation.

Class Level

Freshmen comprised the largest single classification at College of Marin. However, the number of Sophomores was far-behind both comparative populations. Future studies should be conducted to ascertain what key variables

contributed to the small numbers of Sophomores.

Marin County exhibited a high level of education among its residents. In 1970, approximately 58,000 residents over the age of 25 had from one to four years of college. Approximately 31,800 of these adults had four or more years of college.⁴⁶ The level of education might have contributed to the fact that 19 percent of the enrollment in 1979 was composed of students who already had a minimum of an A.A. Degree or a B.A. Degree.⁴⁷ A detailed analysis of this segment of the student population should be undertaken. It is important to ascertain the key variables in order to determine the specific factors which have led to this enrollment distribution. The implications to the college would vary according to the traits which can be identified.

Sexual Distribution

The proportion of women enrolled in California community colleges between 1975 and 1979 increased from 48 percent to 54 percent. . . . Perhaps more noteworthy, however, is that women accounted for 90 percent of the increase in undergraduate enrollment at public institutions from Fall 1978 to Fall 1979.⁴⁸

College of Marin enrolled more women than men; in addition, their enrollment percentage was greater than their percentage within Marin County. Much of the increase in the enrollment of women can be attributed to the increased opportunities for women with college training. Dual incomes, smaller families, and a greater acceptance of women in the world of work have helped to encourage women to go to college. The college made an active effort to recruit women with a

re-entry program, a women's center and a college community which was supportive of women in education.

Male enrollment is somewhat less than the estimated distribution of males within Marin County. It appears that males did not utilize the credit program to the same extent as did women. A specialized form of recruiting might bring more males into the college. Demographic projections by Centra and Glenny indicate a smaller pool of traditional college age males. Research should be conducted to ascertain the current age distribution within the county based upon the 1980 census when available. Sexual distribution should be correlated with age. Projections can then be made based upon data which is more accurate. The current percentage of women in higher education is projected to decrease by some social demographers. If that takes place locally, it will result in a significant drop in total enrollment.

Summary of Recommendations

1. College of Marin should establish a formal framework for ongoing institutional research.
2. A sociological analysis of current 1980 demographic traits within Marin County should be accomplished. Data and information which can be developed from such a study should be utilized in developing long and short-term planning strategies.
3. Greater utilization of the California Community College Chancellor's research or analytical studies section

should be made. Detailed correlational studies can be developed for the region and the college.

4. Attention should be given to contemporary trends in higher education. The college should give consideration to sponsoring a symposium dealing with enrollment and the 1980s.

5. Recruitment should be broadened to reach students who are underrepresented.

6. Faculty members should be made aware of the major differences between the students of the early 1970s and the students of today.

7. Local data should be reported in a fashion which can facilitate comparison with the state.

FOOTNOTES

¹James Koerner, Who Controls Education? (New York: Beacon Press, 1968).

²Institutional research might increase if scholars were afforded ample opportunity for status and recognition within their own institutions.

³The administration at College of Marin was in charge of institutional research. A major change within the college committee system and the reduction of released time eliminated a good deal of faculty input.

⁴From a letter to President Diamond dated January 25, 1979, items 4,5, p. 2. Western Association of Schools and Colleges, Accrediting Commission for Community and Junior Colleges.

⁵See Appendices A, B, C. Letters from President Diamond, Dean Padover, and Registrar Mize.

⁶Western Association letter to President Diamond, items 3,4,5, p. 2.

⁷Lyman Glenny, "Demographic and Related Issues for the 1980's," The Journal of Higher Education, 51:372, July/August, 1980.

⁸John A. Centra, "College Enrollment in the 80's," The Journal of Higher Education, 51:35, January/February, 1980.

⁹Patricia Cross, Beyond the Open Door or the New Student (San Francisco: Jossey Bass, 1971).

¹⁰Centra, p. 36.

¹¹Glenny, p. 365.

¹²Glenny, p. 367.

¹³Alfreda Johnson, and Richard Turner III, "The Problems of Minorities," New Directions for Community Colleges: Humanizing Student Services, No. 8 (San Francisco: Jossey Bass, 1974), p. 59.

¹⁴Centra, p. 31.

¹⁵Glenny, p. 375. California Postsecondary Commission Information Digest, 1980 (Sacramento: State of California), p. 24.

¹⁶Centra, Preface.

¹⁷Koerner, Preface.

¹⁸Human Needs and Human Services in Marin County
(San Francisco: United Way of the Bay Area, 1979).

¹⁹California State Community College Chancellor's Office, California Community Colleges Student Profile, Fall 1979 Credit Enrollment (Sacramento: State of California, 1980).

²⁰Calif. Postsecondary Info. Digest 1980, p. 24.

²¹C.C.C.S.P. Fall 1979 Credit Enrollment, p. 8.

²²Ibid.

²³Ibid.

²⁴College of Marin Registrar. Taken from official records, Fall 1979.

²⁵C.C.C.S.P. Fall 1979 Credit Enrollment, p. 8.

²⁶Calif. Postsecondary, p. 42.

²⁷C.C.C.S.P. Fall 1979 Credit Enrollment, Table 16, p. 34.

²⁸College of Marin was assigned a designated service area.

²⁹The data was clustered in the Results section to facilitate cross-referencing.

³⁰California State Employment Development Office, from a letter dated November 1975 regarding affirmative action data and population estimate.

³¹See Table 1, page 14 of text.

³²C.C.C.S.P. Fall 1979 Credit Enrollment, pp. 11, 56.

³³A number of changes in the normative structure of society created more cultural alternatives. However, women and minorities did not have the same economic power as did white males.

³⁴See Table 1, page 14 of text.

³⁵See Table 2, page 16 of text.

³⁶C.C.C.S.P. Fall 1979 Credit Enrollment, p.11; Approximately 57 percent of 18 year olds, 54 percent of 19 year olds, and 31 percent of 20 to 24 year olds carry 12 or more units.

³⁷See Table 2, page 16 of text.

³⁸Phone conversation with Marin County Superintendent of Schools office, November 1979.

³⁹Human Needs and Human Services in Marin County, Part I, Table 1, page 12.

⁴⁰See Table 3, page 17 of text.

⁴¹Alfreda Johnson and Richard Turner III, p. 9.

⁴²See Table 5, page 20 of text.

⁴³Raymond Mack, Race, Class and Power (New York: American Book Company, 1968).

⁴⁴Centra, p. 31.

⁴⁵See Table 6, page 22 of text.

⁴⁶Human Needs, p. 12. (218,800 total population, 1975 estimate).

⁴⁷See Table 7, page 23 of text.

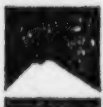
⁴⁸Calif. Postsecondary Info. Digest, p. 24.

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 in Marin County. San Francisco, 1979.
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 President Diamond, January 25, 1979.

APPENDIX A

LETTER FROM PRESIDENT DIAMOND



COLLEGE OF MARIN

OFFICE OF THE PRESIDENT

October 7, 1980

TO WHOM IT MAY CONCERN:

Peter Kassebaum and I discussed his proposed project of a Sociological Analysis of the Student Profile at College of Marin. I believe this project could be very helpful to the staff in analyzing our student population and in the development of curriculum and programs.

Mr. Kassebaum will use our student data of ethnic background, sex, student status, age, etc., in his study.

The information and analysis of data developed by Mr. Kassebaum will be important as the College considers its five-year plan.

I support his project.

Sincerely,

Irwin P. Diamond
President

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APPENDIX B

LETTER FROM REGISTRAR MIZE



COLLEGE OF MARIN

October 1, 1980

Peter Kassebaum
793 Lombard Way
Rohnert Park, CA 94928

Dear Peter:

I cannot tell you how delighted I am that you have chosen to conduct institutional research on the characteristics of the College of Marin student body. Such a study has been requested for some time and will be of great value in our recruitment and retention efforts. As you know one of the items cited by a recent accreditation team was the school's lack of significant institutional research. Thank you for recognizing this need.

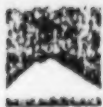
Sincerely,

Pamela J. Mize
Admissions and Records Officer

PJM/dw

APPENDIX C

LETTER FROM DEAN PADOVER



COLLEGE OF MARIN

October 9, 1980

To Whom it May Concern:

This letter is being written in support of Peter Kassebaum's proposal for a Sociological Analysis of the College of Marin Student Profile.

Information of this nature would be valuable to the institution as it attempts to learn more about its clientele in a time of declining enrollment.

Sincerely,

Steven L. Padover, Ph.D.
Area Dean for Student Services

SLP/gbg